**Lesson Plan**

Teacher’s name: JENYIN CHANG / XUEHUI YANG Grade level: 2 Language level: Beginner

Lesson title: Celebration of Mid-Autumn Festival

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| **Step 1—Desired Results** |
| **Lesson goals**  *What should students know, understand, and be able to do as a result of the lesson?*   1. SS will learn about Mid-Autumn Festival traditions and customs. 2. SS can say the vocabulary of中秋節zhōng qiū jié、月亮yuè liàng、月餅yuè bǐng、燈籠dēng long and the sentence of 中秋節快樂 zhōng qiū jié kuài lè. 3. SS can sing “Mooncakes” Song. 4. SS can make paper lantern, and write Chinese characters on the lanterns. |
| **Essential Questions**  *What leading questions can you ask of students to get them to understand the Big Ideas?*  Have you eaten mooncakes?  Have you ever heard about the story of Cháng é? |
| **Lesson Objectives**  *Identify General Learner Outcome (GLO)*  By the end of this lesson, SWBAT know about the tradition and the story of the Mid- Autumn Festival and be able to say words and sentences correctly (中秋节zhōng qiū jié、月亮yuè liàng、月饼yuè bǐng、灯笼dēng long、中秋节快乐 zhōng qiū jié kuài lè), I like mooncakes, It’s delicious. Complete worksheets and the presentation of the lanterns. SWBAT sing the song with actions. |
| **Step 2—Assessment Evidence** |
| **Performance task** *— What will students do to show what they have learned?*  **Performance criteria** *— How good is good enough to meet standards?*   1. Worksheets: Teacher tells the story of Change, the students draw the picture based on the story. 2. Making lanterns: Teacher demonstrates, and students may follow or create their own lanterns with the words 福fú, 花好月圓huā hǎo yuè yuan. After making lanterns, students present their art works in front of the class. 3. Sing the song: The students with perform the mooncakes song with 1st graders to other grades’ students. |
| **Step 3—Learning Plan** |
| **Materials needed**   1. Video of Mid-Autumn story 2. Flashcards and PPT 3. Edited song of Mooncakes |
| **Learning activities**  *Step by step instructions from start to finish (including amount of minutes needed per activity), and detailed enough for another teacher to follow. What teaching methods/activities will you be using?*   |  |  |  |  | | --- | --- | --- | --- | | Activity | Procedure | Time(mins) | Material | | Mid-Autumn Story | 1. Teacher tells the story with the video , and teach the words by flash cards: 后羿hòu yì、嫦娥cháng é、中秋节zhōng qiū jié、月亮yuè liàng、月饼yuè bǐng. 2. Practice the words by using TPR. Say the words with gestures. 3. Act and Guess: one student acts, others take a guess what word it is. | 30 | PowerPoint  Flash Cards | | Worksheet-  Rabbit at the Moon Palace | 1. After listen to the story, drawing the picture of the story. | 15 | Copy paper | | Sing the Mooncakes song | 1. Teaching the song with the video and editing the song with Chinese rap 2. Rap:   走！走！走！看月亮；  做！做！做！做月饼。   1. Students prepare the performance for Mid-Autumn Festival. | 30 | Video of the mooncakes  Song English/ Chinese | | Making Lanterns | 1. Teacher shows and introduces the Chinese traditional lanterns. 2. Teacher demonstrates how to make lanterns and teach Chinese characters. 3. When lanterns are finished, students present their works in front of the class and practice the sentence: 你好，我是\_\_\_\_\_，中秋节提灯笼，中秋节快乐！谢谢！ | 35 | Construction paper | |
| **Step 4—Reflection** |
| *What happened during my lesson? What did my students learn? How do I know?*  *What did I learn? How will I improve my lesson next time?*   1. At beginning I thought the story of Mid-Autumn Festival was hard to explain to kids, but it turned out that students understood it very well. They were eager to learn the cultures, and do the activities of the event. They enjoyed the mooncakes tasting on back to school night. 2. Students loved to write Chinese characters and had fun during making lanterns. They were surprised when they curled the paper and popped out to be a lantern. 3. Students loved to sing the mooncakes song with Chinese rap. 4. Students had a hard time to pronounce Zuo做. Need to tell them the differences at the beginning to avoid the confusion of zou走 and zuo.做 |